



Class hours: MW 1 - 2:30  
Classroom: McConnell 206

Professor: Hans Pols  
Office: Conant Hall 328, tel.

Psychology 771

## **Psychology in 20<sup>th</sup> Century Thought & Society**

Spring 2000

### **Course Syllabus**

2-4044  
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During the 20th century, psychology has become a very influential science. We all are tested at different points in our lifetime. We might consider entering psychotherapy when life becomes too overwhelming. And we all use psychological concepts when we discuss our personal life with friends and lovers. In this course, we will investigate how this state of affairs came about, how things could have turned out differently, and how psychology functions in different social contexts and at different times. We will investigate the historical roots of American psychology in American moral theology, German experimental psychology, the British psychology of individual differences, and the French psychology of the subliminal. Subsequently, we will investigate the function of psychotherapy in American society, the psychology of child-rearing, psychological approaches to war neuroses, the psychology of brainwashing, and psychology, race relations, and psychology in the developing world.

During the course, five small tests are given. These are open-book tests; you can choose the questions you want to answer from a larger number. These questions focus on conceptual issues and challenge you to connect the bigger themes of this course. Memorization and knowledge of detail will not be particularly helpful to prepare for these tests. As answers I expect one paragraph.

During this course, you are expected to give two presentations on a topic of your choice (suggestions are listed in the course syllabus and on the web). For every class, a number of topics are given; for every topic, I will provide some background readings. You are encouraged to investigate these topics further but this is not required. On the basis of these readings, you will give a short, 10 to 15-minute presentation to the class, informing us about the most interesting and striking elements you found and how they relate to the topics discussed in this course.

Central in this course is an independent research project on a topic of your own choice. It is highly recommended to select a topic and formulate specific questions you hope to answer as early as possible. You are encouraged to consult me about your topic, possible sources, etc. You can use the material of the course presentations in your final paper. At the end of the course, you are expected to give a brief work-in-progress report. In this presentation, you are encouraged to take advantage of the collective wisdom present in the room as much as possible: rather than presenting definite conclusions, you can present the problems and pitfalls you encountered. Keep in mind also that a presentation has a dynamic of its own, different from reading a research paper out loud.

The web page fulfills a central role in this course; I expect that you can access the web and make use of the information listed under this course.

### **Course requirements:**

Attendance and Participation	10%
FIVE tests	20%
Two presentations	15%
	each
Research paper	30%
Presentation of research	10%

There are no books assigned in this course. The course readers for this course can be bought at the MUB copy center.

### **Class Prospectus**

**Jan. 19**

### **First class: Introduction and Organizational Meeting**

Psychology as we know it today started as three different investigative practices in Europe during the second half of the 19th century. These investigative practices were:

- Physiological psychology in Germany
- The psychology of individual differences in England
- The psychology of the subconscious in France.

American academics interested in psychology became acquainted with these traditions while they were studying in Europe and imported them back to United States.

### **The Historical Roots of American Psychology In American Moral Theology**

In the United States, interest in psychological matters arose in philosophy departments, where a typical American tradition of moral and functionalist psychology reigned. This forms the specific background in which Americans interpreted the psychology they found abroad.

**Jan. 24**

### **The Moral Roots of American Psychology**

In the United States, psychology developed within the discipline of philosophy and moral theology, which affected its later development to a great extent.

#### **Reading:**

- Graham Richards, "'To know our fellow men to do them good': American psychology's enduring moral project," *History of the Human Sciences* 8 (1995)3: 1-24.
- Jill G. Morawski, "Assessing psychology's moral heritage through our neglected utopias," *American Psychologist* 37 (1982)10: 1082-1095.

**Jan. 26**

### **Moral Roots, II**

#### **Reading:**

- John O'Donnell, "Evolution, science, and the new philosophy," "Evolution, society, and the new psychology." In: *The origins of behaviorism: American psychology, 1870-1920* (New York: New York University Press, 1985).

#### **Presentation topic:**

Psychology and the culture of consumption and advertising.

**Jan. 31**

### **Functionalism in American Psychology**

#### **Reading:**

- John Dewey, "Psychology and social practice: Presidential address to the American Psychological Association," *Psychological Review* 7 (1900): 105-124.
- James Rowland Angell, "Mind, neural action and habit,"

"Character and the will," "The self." In: *Psychology: An introductory study of the structure and function of human consciousness*. 4th, revised ed (New York: Holt, 1908).

- Hans Pols, Action and emotion in American psychology and psychiatry. Unpublished paper.

**Presentation topics:**

The role of functionalism in American psychology.  
William James on habits.

**Feb. 2**

**Functionalism and Mental Hygiene**

**Reading:**

- William A. Burnham, "Habits, or systems of conditioned reflexes," "Discipline and the mental health," "The principles of mental hygiene." In: *The normal mind: An introduction to mental hygiene and the hygiene of school instruction* (New York: Appleton, 1924).

**Presentation topic:**

Mental hygiene

TEST 1.

**Wilhelm Wundt's Model for an Experimental Psychology**

Many psychologists date the origin of their discipline to the opening of Wilhelm Wundt's laboratory in Leipzig in 1879. During the next two weeks we will investigate Wundt's psychology and that of his competitors and read reflections on laboratory-based psychology.

**Feb. 7**

**German Psychology**

**Reading:**

- Mitchell G. Ash, "The academic environment and the establishment of experimental psychology," "Carl Stumpf and the training of scientists in Berlin," and "The philosopher's protest." Chapter 1-3 in: *Gestalt psychology in German culture, 1890-1967: Holism and the quest for objectivity* (New York: Cambridge University Press, 1995).

**Presentation topic:**

Gestalt psychology in the U.S.

**Feb. 9**

**The Organization of Research in the Laboratory**

**Reading:**

- Martin Kusch, "Recluse, interlocutor, interrogator: Natural and social order in turn-of-the-century psychological research schools," *ISIS* 86 (1995): 419-39.
- Kurt Danziger, "A question of identity: Who participated in psychological experiments," in: Jill Morawski, ed., *The rise of experimentation in American psychology* (New Haven,

CT: Yale University Press, 1988)

**Feb.**

## **Wundt in America: Titchener and Beyond**

### **Reading:**

- Ryan D. Tweney, "Programmatic research in experimental psychology: E.B. Titchener's laboratory investigations," *in: Mitchell G. Ash and William R. Woodward, ed., Psychology in twentieth-century thought and society* (New York: Cambridge University Press, 1987), 35-57.
- Kurt Danziger, "Social context and investigative practice in early twentieth-century psychology," *in: Mitchell G. Ash and William R. Woodward, ed., Psychology in twentieth-century thought and society* (New York: Cambridge University Press, 1987), 13-33.

### **Presentation topic:**

Edward B. Titchener and his role in American psychology.

**Feb. 16**

## **The Laboratory and its Discontents**

### **Reading:**

- Kurt Danziger, "The Triumph of the Aggregate." Chapter 5 in: *Constructing the subject: Historical origins of psychological research* (New York: Cambridge University Press, 1991).
- Jerry M. Suls and Ralph L. Rosnow, "Concerns about artifacts in psychological experiments," *in: Jill Morawski, ed., The rise of experimentation in American psychology* (New Haven, Ct: Yale University Press, 1988), 163-187.
- Emily D. Cahan and Sheldon H. White, "Proposals for a second psychology," *American Psychologist* 47 (1992)2: 224-235.

### **Presentation topics:**

Research on demand characteristics and other factors that lead to distortions in laboratory research  
Alternatives to the laboratory  
Parapsychological research

TEST 2.

## **Mental Tests and the Psychology of Individual Differences**

In Britain, the eugenicist Francis Galton developed at the end of the 19th century an interest in the psychology of individual differences, which he attempted to measure using equipment from the psychological laboratory. This week we will investigate the role of mental tests in American society and the often acrimonious debates their uses have sparked.

**Feb. 21**

## **Mental Tests and Their Political Context**

### **Reading:**

- Leila Zenderland, "Biblical biology: American Protestant social reformers and the early eugenics movement," *Science in Context* 11 (1998)3-4: 511-525.
- Leon J. Kamin, "The pioneers of IQ testing." In: Russell Jacoby and Naomi Glauberman, eds, *The Bell Curve debate: History, documents, opinions* (New York: Times Books, 1995), 476-509.
- John Carson, "Army Alpha, Army brass, and the search for army intelligence," *ISIS* 84 (1993): 278-309.
- Jonathan Harwood, "Heredity, environment, and the legitimization of social policy," in: Barry Barnes and Steven Shapin, ed., *Natural order: Historical studies of scientific culture* (London: Sage, 1979).

#### **Presentation topics:**

H.H. Goddard, the Kallikak family, and eugenics  
The eugenic surveys.

**Feb. 23**

### **The Bell Curve and Beyond**

#### **Reading:**

- Franz Samelson, "On the uses of history: The case of The Bell Curve," *Journal for the History of the Behavioral Sciences* 32 (1997)2: 129-133.
- Leila Zenderland, "The Bell Curve and the shape of history," *Journal for the History of the Behavioral Sciences* 32 (1997)2: 135-139.
- Nadine Weidman, "Heredity, intelligence and neuropsychology; or, why the Bell Curve is good science," *Journal for the History of the Behavioral Sciences* 32 (1997)2: 141-144.
- William H. Tucker, "Re-reconsidering Burt: Beyond a reasonable doubt," *Journal for the History of the Behavioral Sciences* 32 (1997)2: 145-162.

#### **Presentation topics:**

Cyril Burt, the fraud he committed, and the reactions it provoked  
More about the Bell Curve debate  
Debates on mental tests today.

Hand in an initial idea (1 paragraph) for research paper.

### **The Psychology of the Subliminal Self**

At the end of the 19th century, Jean-Martin Charcot and Pierre Janet developed the psychology of the subliminal self, investigating phenomena such as hypnosis, multiple personality, trance, and trauma. Here the beginnings of psychotherapy can be located. In the United States, this tradition had limited influence.

**Feb. 28**

### **The Psychology of the Subliminal Self**

#### **Reading:**

- Jacqueline Carroy and Régine Plas, "The origins of French experimental psychology: Experiment and experimentalism," *History of the Human Sciences* 9 (1996)1: 73-84.
- Ian Hacking, "The very first multiple personality." In: *Rewriting the soul: Multiple personality and the sciences of memory* (Princeton: Princeton University Press, 1995).
- Pierre Janet, "Double personalities," in: Pierre Janet, *The major symptoms of hysteria. 2nd, revised ed* (New York: MacMillan, 1929), pp. 66-92.

## March 1

### The Psychology of the Subliminal Self in the U.S.

#### Reading:

- Nathan G. Hale, "Introduction," and Morton Prince, *"The Development and Genealogy of the Misses Beauchamp: A preliminary Report of a Case of Multiple Personality."* In: *Morton Prince, Psychotherapy and multiple personality: Selected essays edited with an introduction by Nathan G. Hale, Jr.* (Cambridge: Harvard University Press, 1975).
- Ruth Leys, "The real Miss Beauchamp: Gender and the subject of imitation," in: *Judith Butler and Joan W. Scott, ed., Feminists theorize the political* (New York and London: Routledge, 1992), 167-214.

#### Presentation topics:

The nature of hypnosis; modern research on hypnosis.

Multiple Personality Disorder today.

The repressed-memory debate.

The False Memory Syndrome foundation.

Elizabeth Loftus and research on the malleability of memory.

TEST 3.

## Psychotherapy

Psychotherapy is the most visible activity of psychologists (and psychiatrists and social workers). Most forms of psychotherapy were inspired by or formulated in opposition to Sigmund Freud's psychoanalysis. The role of psychotherapy in society has been analyzed by many social critics: it has been criticized for making people egomaniacs or victims. The following two weeks we will investigate different forms of psychotherapy and the way psychotherapy has been criticized.

## March 6

### Psychoanalysis in America

#### Reading:

- Ian Hacking, "Making up people," in: Thomas C. Heller, ed., *Reconstructing individualism: Autonomy, individuality and the self in Western thought*, (Stanford, CA: Stanford University Press, 1986), 222-236.
- Nathan G. Hale, "From Berggasse XIX to Central Park West: The Americanization of psychoanalysis, 1919-1940," *Journal of the History of the Behavioral Sciences*

14 (1978): 299-315.

- Fred Matthews, "The Americanization of Sigmund Freud: Adaptations of psychoanalysis before 1917," *Journal of American Studies* 1 (1967): 39-62.

**Presentation topics:**

Critiques of psychoanalysis.

The Freud wars

Other forms of psychotherapy.

**March 8**

**Cosmetic Surgery and the Inferiority Complex**

**Reading:**

- Elizabeth Haiken, "Consumer culture and the Inferiority Complex." Chapter 3 in: *Venus envy: A history of cosmetic surgery* (Baltimore, MD: Johns Hopkins University Press, 1997).

**March 13, 15**

**Spring Break**

**March 20**

**Psychotherapy is Not Effective**

**Reading:**

- George W. Albee, "Toward a just society: Lessons from observations on primary prevention of psychopathology," *American Psychologist* 41 (1986)8: 891-898.
- Seymour B. Sarason, "And what is the public interest?," *American Psychologist* 41 (1986)8: 899-905.
- George W. Albee, "The futility of psychotherapy," *Journal of Mind and Behavior* 11 (1990)3/4: 369-384.
- Seymour B. Sarason, "An asocial psychology and a misdirected clinical psychology," *American Psychologist* 36 (1981)8: 827-836.

**Presentation topics:**

If not psychotherapy, what should psychologists do?

Report on the book: James Hillman and Michael Ventura, *We've had a hundred years of psychotherapy--And the world's getting worse* (San Francisco: Harper SF, 1992).

**March 22**

**Psychotherapy is Dangerous**

**Reading:**

- Philip Rieff, "Reflections on psychological man in America," and "The American transference: From Calvin to Freud." In: *The feeling intellect: Selected writings* (Chicago: University of Chicago Press, 1990).
- Philip Cushman, "Why the self is empty: Toward a historically situated psychology," *American Psychologist* 45 (1990)5: 599-611.
- Edward E. Sampson, "The debate on individualism:



Indigenous psychologies of the individual and their role in personal and societal functioning," *American Psychologist* 43 (1988)1: 15-22.

- M. Brewster Smith, "Psychology in the public interest: What have we done? What can we do?," *American Psychologist* 45 (1990)4: 530-36.

#### **Presentation topics:**

Report on the book: Tana Dineen, *Manufacturing victims: What the psychology industry is doing to people* (Montreal, PQ: Robert Davies, 1996).

Report on the book: Mark Pendergrast, *Victims of memory: Sex abuse, accusations and shattered lives. 2nd ed., updated and expanded ed* (Hinesburg, VT: Upper Access, 1996).

TEST 4.

## **Psychology and Child Rearing**

For a long time, psychologists have advised mothers how to raise their children. Their advice was related, in some way, to the research they conducted on child development.

**March 27**

### **Advice to Mothers**

#### **Reading:**

- Julia Grant, "Caught between common sense and science: the Cornell Child Study Clubs, 1925-1945," *History of Education Quarterly* 34 (1994)4: 433-452.
- Kathleen Jones, "'Mother made me do it': Mother-blaming and the women of child guidance," in: Molly Ladd-Taylor and Lauri Umansky, ed., *"Bad" mothers: The politics of blame in twentieth-century America* (New York: New York University Press, 1998).

#### **Presentation topics:**

Habit Clinics and the advice they gave  
John B. Watson's advice to mothers.  
Benjamin Spock

**March 29**

### **Research in Child Development**

#### **Reading:**

- Hans Pols, "The world as laboratory: Strategies of field research developed by mental hygiene psychologists in Toronto, 1920-1950," in: Theresa R. Richardson and Donald Fisher, ed., *The Development of the Social Sciences in the United States and Canada: The Role of Philanthropy* (Greenwich, CT: Ablex, 1999), 115-142.
- Emily D. Cahan, "Science, practice, and gender roles in early American child psychology," in: Frank S. Kessel and Marc H. Bonstein, ed., *Contemporary constructions of the child: Essays in honor of William Kesses* (Hillsdale, NJ:

Lawrence Erlbaum, 1991), 225-249.

Hand in an outline and summary of your research paper including initial bibliography (2 pages)

## Psychology and War Neuroses

From World War I on, psychologists and psychiatrists have been involved treating war neuroses on the battlefield. The nature of war-induced psychological complaints have been a topic of debate ever since.

April 3

### War neuroses World War II

Reading:

- Albert Deutsch, "Military psychiatry: World War II," in: J.K. Hall, ed., *One hundred years of American psychiatry* (New York: Columbia University Press for the American Psychiatric Association, 1944), 419-441.
- Malcolm J. Farrell and John W. Appel, "Current trends in military neuropsychiatry," *American Journal of Psychiatry* 101 (1944)1: 12-19.
- Edward A. Strecker, "War psychiatry and its influence upon postwar psychiatry and civilization," *Journal of Nervous and Mental Disease* 101 (1945)5: 401-413.
- Edward A. Strecker, "Contrast and Conflict," "The Mother's Dilemma," "Mom and her Silver Cord." Chapters 1-3 in: *Their mothers' sons: The psychiatrist examines an American problem* (Philadelphia: Lippincott, 1946).

April 5

### Psychology, the Vietnam War, and PTSD

Reading:

- Wilbur J. Scott, "PTSD in DSM-III: A case in the politics of diagnosis and disease," *Social Problems* 37 (1990)3: 294-310.
- Allan Young, "Suffering and the origins of traumatic memory," *Daedalus* 125 (1996)1: 245-261.

Presentation topics:

Shell shock in World War I  
The Gulf War Syndrome  
The involvement of psychology in the military

## Brainwashing

To which extent can psychologists change our identity through processes of manipulation and brainwashing? How do techniques of brainwashing actually work? How does the psychology of brainwashing relate to the Cold War?

April 10

### The Psychology of Brainwashing

Reading:

- William Sargant, "Brain-washing in religion and politics," "The eliciting of confessions," and "General conclusions." Chapters 7, 9, 11 in: *Battle for the mind: A physiology of conversion and brain-washing* (Cambridge, MA: Malor, 1997, or. 1957).

Video: The Manchurian Candidate.

**April 12**

## **The Psychology of Brainwashing**

### **Reading:**

- Edgar H. Schein, "The Chinese indoctrination program for prisoners of war: A study of attempted 'brainwashing'," *Psychiatry* 19 (1956): 149-172 .
- Robert J. Lifton, "'Thought reform' of Western civilians in Chinese communist prisons," *Psychiatry* 19 (1956): 173-195.

### **Presentation topic:**

Military funding for psychological research during the Cold War.

**April 17**

## **Brainwashing and the Cold War**

### **Reading:**

- Harold G. Wolff, "Every man has his breaking point-?)," *Military Medicine* 121 (1960)2: 85-104.
- Catherine Lutz, "Epistemology of the bunker: The brainwashed and other new subjects of permanent war," in: Joel Pfister and Nancy Schnog, ed., *Inventing the psychological: Toward a cultural history of emotional life in America* (New Haven, CT: Yale University Press, 1997), 245-267.

### **Presentation topics:**

Report on: John D. Marks, *The search for the Manchurian candidate: The CIA and mind control* (New York: Times Books, 1979).

Psychological research on sleep deprivation and food deprivation.

TEST 5.

## **Psychology, Race Relations, (Neo-)Colonialism, and the Developing World**

Psychological research has had a decisive influence on public and educational policies during the time of the Civil Rights Movement. During the last few weeks of this course we will investigate this influence. In addition, we will look at psychology in the developing world, the role psychology has fulfilled there, and the role it could fulfill.

**April 19**

## **Psychology and Race Relations**

### **Reading:**

- Ellen Herman, "Kerner Commission," *The romance of American psychology: Political culture in the age of experts* (Berkeley: University of California Press, 1995).

#### **Presentation topics:**

The work of Kenneth and Mamie Clark: Two pioneering black psychologists.

Report on: Even the Rat was White.

**April 24**

#### **Psychology under Colonialism and neo-Colonialism**

Frantz Fanon was a psychiatrist from the French colony Martinique who became active in the Algerian war of independence from France and the Algerian revolution, 1954-1962. His work had a profound influence on psychiatrists and psychologists in the developing world.

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#### **Reading:**

- Irene L. Gendzier, "Towards a Psychology of Colonial Relationships, 1953-1959." Part II of: *Frantz Fanon: A critical study* (New York: Pantheon, 1973).

**April 26**

#### **Psychology in the Developing World**

#### **Reading:**

- Christiane Hartnack, "British psychoanalysts in colonial India," in: *Mitchell G. Ash and William R. Woodward, ed., Psychology in twentieth-century thought and society* (Cambridge: Cambridge University Press, 1987).
- Ashis Nandy, "The non-paradigmatic crisis of Indian psychology: Reflections on a recipient culture of science," *Indian Journal of Psychology* 49 (1974)1: 1-20.
- Durganand Sinha, "India," in: Albert R. Gilgen and Carol K. Gilgen, ed., *International handbook of psychology* (New York: Greenwood, 1987), 239-257.
- Gündüz Y. H. Vassaf, "Turkey," in: Albert R. Gilgen and Carol K. Gilgen, ed., *International handbook of psychology* (New York: Greenwood, 1987), 484-81.

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#### **Presentation topics:**

Pick your country of choice and present us with the interesting developments within psychology in that country.

#### **Sources:**

- Albert R. Gilgen and Carol K. Gilgen, eds, *International handbook of psychology* (London: Aldwych, 1987).
- Virginia Staudt Sexton and John D. Hogan, eds, *International Psychology: Views from Around the World* (Lincoln, NB: University of Nebraska Press, 1992).
- Wolfgang G. Bringmann, Helmut A. Lück, Rudolf Miller and Charles E. Early, *A pictorial history of psychology*

(Chicago: Quitessence, 1997).

**May 1                                      Research Presentations.**

**May 3                                      Research Presentations.**

**May 8                                      Research Presentations.**

Final Paper due: Thursday May 11 before 4PM.

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